

Appendix A

Chi-Square Analysis of the Decision Source for
Implementing IGE and Turnover Among Schools

Chi-Square of Turnover and Decision Source Among
IGE Schools

		<u>E</u>	<u>O</u>	<u>E-O</u>	<u>(E-O)²</u>
a.	(38) (30)/60 =	19	20	1	1
b.	(38) (30)/60 =	19	18	1	1
c.	(30) (22)/60 =	11	10	1	1
d.	(22) (30)/60 =	11	12	1	1

$$\chi^2 = \frac{(O-E)^2}{E}$$

$$\chi^2 = \frac{O^2}{E} - N$$

(Equivalent formula used as a
check procedure.)

a. $1/19 = .053$

$400 - 19 = 21.053$

b. $1/19 = .053$

$324 - 19 = 17.053$

c. $1/11 = .091$

$100 - 11 = 9.091$

d. $1/11 = \frac{.091}{.288}$

$144 - 11 = \frac{13.091}{60.288} - 60 = 288$

Significant level $p < .05$

Results: No significance in sample population when comparing the
decision source using IGE and turnover among schools.

Based on 1975-1979 Data

	Internal Decision IGE Schools	External Decision IGE Schools	
Remained at School	A = 3 B = 8 C = 9 Total =20	D = 9 E = 2 F = 7 Total =18	38
No Longer at School	A = 7 B = 2 C = 1 Total =10	D = 1 F = 8 3 Total =12	22
Total	30	30	60

N = 60

Appendix B

Year Schools Became Involved with IGE

Year School Became Involved with IGE¹

School B	1968	(Among Original I & R Units)
School E	1974	(New Schools Building Committee)
School F	1974	(New Schools Building Committee)
School A	1970	(Grass Roots Teachers)
School D	1976	(Desegregation)
School C	1972	(Proposal for Innovative Programs--PIP)

¹Based on information gathered on the history of involvement in IGE among schools. Studies of Implementation Project, R & D Center, August 29, 1979.

Appendix C
Questionnaire Packet

WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

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To assure the anonymity of your responses, your packet will be coded by the personal identification code you selected at the time of your interview. This number has been written in for you.

Please answer the following background questions:

1. Personal identification number _____
2. Sex: Female____ Male____
3. Age _____
4. I have taught for _____ years.
5. I have taught in an IGE school for _____ years.
6. I have taught in this school for _____ years.
7. What grade do you teach? _____
8. What is your degree status?
 - B.A. or B.S. _____
 - M.A. or M.S. _____
 - Beyond M.A. or M.S. _____

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (OCQ)

KEY: A = *Strongly Disagree* E = *Slightly Agree*
 B = *Moderately Disagree* F = *Moderately Agree*
 C = *Slightly Disagree* G = *Strongly Agree*
 D = *Neither Agree/Disagree*

Directions: As a teacher in an IGE school, please indicate the degree of your agreement or disagreement with each statement by checking one (1) of the seven alternatives.

	A	B	C	D	E	F	G
1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.							
2. I talk up this organization to my friends as a great organization to work for.							
3. I feel very little loyalty to this organization.							
4. I would accept almost any type of job assignment in order to keep working for this organization.							
5. I find my values and the organization's values are very similar.							
6. I am proud to tell others that I am a part of this organization.							
7. I could just as well be working for a different organization as long as the type of work was similar.							
8. This organization really inspires the very best in me in the way of job performance.							
9. It would take very little change in my present circumstances to cause me to leave this organization.							
10. I am extremely glad that I chose this organization to work for over others I considered at the time I joined.							
11. There's not too much to be gained by sticking with this organization indefinitely.							
12. Often I find it difficult to agree with this organization's policies on important matters relating to its employees.							
13. I really care about the fate of this organization.							
14. For me, this is the best of all possible organizations for which to work.							
15. Deciding to work for this organization was a definite mistake on my part.							

THE JOB DESCRIPTIVE INDEX

(Please fill in the blanks below and then continue to the next page.)

Think of your present work. What is it like most of the time? In the blank beside each word given below, write:

Y for "Yes" if it describes your work

? if you cannot decide

N for "No" if it does NOT describe it

WORK ON PRESENT JOB

<u> </u> Fascinating	<u> </u> Respected	<u> </u> Challenging
<u> </u> Routine	<u> </u> Hot	<u> </u> On Your Feet
<u> </u> Satisfying	<u> </u> Pleasant	<u> </u> Frustrating
<u> </u> Boring	<u> </u> Useful	<u> </u> Simple
<u> </u> Good	<u> </u> Tiresome	<u> </u> Endless
<u> </u> Creative	<u> </u> Healthful	<u> </u> Gives Sense of Accomplishment

Think of the pay you get now. How well does each of the following words describe your present pay? In the blank beside each word, put:

Y for "Yes" if it describes your work

? if you cannot decide

N for "No" if it does NOT describe it

PRESENT PAY

<u> </u> Income Adequate for Normal Expenses	<u> </u> Income Provides Luxuries
<u> </u> Satisfactory Profit Sharing	<u> </u> Insecure
<u> </u> Barely Live on Income	<u> </u> Less Than I Deserve
<u> </u> Bad	<u> </u> Underpaid

Think of the opportunities for promotion that you have now. How well does each of the following words describe these? In the blank beside each word put:

Y for "Yes" if it describes your opportunities for promotion

? if you cannot decide

N for "No" if it does NOT describe them

OPPORTUNITIES FOR PROMOTION

<u> </u> Good Opportunities for Promotion	<u> </u> Good Chance for Promotion
<u> </u> Opportunity Somewhat Limited	<u> </u> Unfair Promotion Policy
<u> </u> Promotion on Ability	<u> </u> Infrequent Promotions
<u> </u> Dead-end Job	<u> </u> Regular Promotions
	<u> </u> Fairly Good Chance for Promotion

Think of the kind of supervision that you get on your job. How well does each of the following words describe this supervision? In the blank beside each word below, put:

Y if it describes the supervision you
get on your job

? if you cannot decide

N if it does NOT describe it

SUPERVISION ON PRESENT JOB

____ Asks My Advice

____ Tells Me Where I Stand

____ Hard to Please

____ Annoying

____ Impolite

____ Stubborn

____ Praises Good Work

____ Knows Job Well

____ Tactful

____ Bad

____ Influential

____ Intelligent

____ Up-to-date

____ Leaves Me On My Own

____ Doesn't Supervise Enough

____ Around When Needed

____ Quick Tempered

____ Lazy

Think of the majority of the people that you work with now or the people you meet in connection with your work. How well does each of the following words describe these people? In the blank beside each word below, put:

Y if it describes the people you work with

? if you cannot decide

N if it does NOT describe them

PEOPLE ON YOUR PRESENT JOB

____ Stimulating

____ Talk Too Much

____ Boring

____ Smart

____ Slow

____ Lazy

____ Ambitious

____ Unpleasant

____ Stupid

____ No Privacy

____ Responsible

____ Active

____ Fast

____ Narrow Interests

____ Intelligent

____ Loyal

____ Easy to Make Enemies

____ Hard to Meet

Interview Questions

1. How did you become involved with your present teaching assignment at _____?
2. To the best of your knowledge, where did the decision originate for your school to use IGE, within the school (staff, principal) or outside the school (e.g., central administration/school board, staff/federal agencies, etc.)?
3. As a teacher involved with IGE, which type of decisions seem to affect your job performance the most, those decided within the school or those decided outside the school?
4. Why might you leave your present school assignment?

Appendix D

Introductory Letter and Consent Form

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN - MADISON - SCHOOL OF EDUCATION
1025 W Johnson Street - Madison, Wisconsin 53706 - (608) 263-~~4200~~ 3733

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January 1980

Dear Teacher:

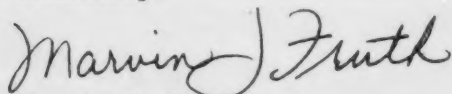
This packet of questionnaires and background questions are part of our data collection on research pertaining to the dynamics of implementing educational change. The attached questionnaires deal with teacher organizational or school commitment and their job satisfaction.

As participants in this study, we are asking that you please respond to all questions, if possible. We have tried to make the directions as clear as possible, but if you have questions, please do not hesitate to ask. Please feel free to include any written comments that you might have.

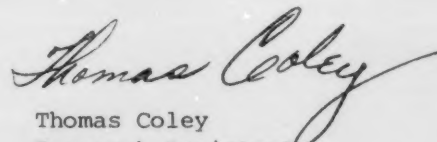
We appreciate all the time you give in filling out this packet. Your cooperation is essential to the success of our research effort.

Thank you.

Sincerely,



Marvin J. Fruth
Professor and
Faculty Associate



Thomas Coley
Research Assistant
Studies of Implementation

MJF/TC/jd

attachments

**WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING**

UNIVERSITY OF WISCONSIN - MADISON - SCHOOL OF EDUCATION
1025 W Johnson Street - Madison, Wisconsin 53706 - (608) 263-4200

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CONSENT FORM^{*}

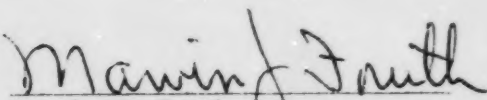
I agree to participate in a study of the implementation of IGE.

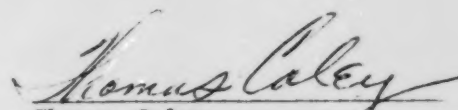
I reserve the right to refuse to participate in any specific activity of the study. I also reserve the right to withdraw from participation in the study at any point where I feel that it is not in mine or the school's best interest.

(Signature)

(Date)

^{*}The policies of the University of Wisconsin-Madison and the National Institute of Education require that all participants in research studies give written permission for their participation.


Marvin J. Fruth
Professor and Faculty Associate


Thomas Coley
Research Assistant

Appendix E

Correspondence for Permission to Use the
Organizational Commitment Questionnaire (OCQ) and
the Job Descriptive Index (JDI)

UNIVERSITY OF CALIFORNIA, IRVINE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

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OFFICE OF THE DEAN
GRADUATE SCHOOL OF ADMINISTRATION

IRVINE, CALIFORNIA 92717

November 29, 1979

Mr. Thomas Coley
Research Assistant
Wisconsin Research and Development
Center for Individualized Schooling
University of Wisconsin
1025 W. Johnson Street
Madison, Wisconsin 53706

Dear Mr. Coley:

This is in response to your recent inquiry about my
Organizational Commitment Questionnaire in connection
with your present research.

You have my permission to use the Questionnaire, as
well as to reproduce it for use in this particular
research. There is no charge for this permission.

Best of luck to you in your research.

Sincerely,

Lyman W. Porter
Lyman W. Porter
Dean

LWP:em



Bowling Green State University

Department of Psychology
Bowling Green, Ohio 43403
(419) 372-2301

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November 16, 1979

Thomas Coley
Wisconsin Research and Development Center
for Individualized Schooling
University of Wisconsin-Madison
School of Education
1024 W. Johnson Street
Madison, Wisconsin 53706

Dear Mr. Coley:

Thank you for your letter of November 12. The enclosed form letter indicates the present status of the JDI. Enforcement of the copyright does require that we charge the same rates for permission to reproduce as for purchase. Each copy must, also, include the words "Copyright, 1975, Bowling Green State University."

I am looking forward to receiving your results, as well as the individual data from your teachers. We are trying to establish occupational norms, and to compare occupations. Demographic data are particularly important.

Best wishes in your research.

Sincerely,

Patricia C. Smith
Patricia C. Smith
Professor

PCS/mh

enclosure

Appendix F

Information Submitted to the Public School Administration
for Approval to Conduct Study in the IGE Schools

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

PROFESSOR'S APPROVAL

Date _____

File No. _____

I have approved the research proposal, "Implementation of Educational Change: Relationships Among External Decisions for Change, Organizational Commitment, and Teacher Job Satisfaction,"

submitted by Thomas Coley
Name of Investigator

This has been developed under my direction. I consider the project to be educationally worthwhile and a potential contribution to the work of the Milwaukee Public Schools.

The design of the study has been approved to meet the requirement for:

Educational Administration
Degree program or course title

On copy of the final report which I receive will be forwarded to the Milwaukee Public Schools, Department of Educational Research and Program Assessment.

Donald McGarty
Name Signature

Name: Typed Dr. Donald McGarty

Professor
Title

University of Wisconsin-Madison
Institution

Phone (608) 263-2703

NOTE: Return this statement to: Department of Educational Research and Program Assessment

1/76 ep

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

Date _____
File No. _____

INVESTIGATOR'S STATEMENT

Title of Project: "Implementation of Educational Change: Relationships Among
External Decisions for Change, Organizational Commitment, and Teacher Job Satisfaction"

Investigator Thomas Coley

I request authorization to conduct the research described in the accompanying proposal, using the procedures and instruments described. This study will be conducted in accordance with the policy and procedure statement of the Milwaukee Public Schools.

I will give a copy of the report of the completed study to the Milwaukee Public Schools by August, 1980.
Date

Institution: Univ. of Wisconsin-Madison Signed Thomas Coley
Address 1025 W. Johnson St. Rm. 770
Telephone(s) (608) 263-3733

NOTE: Return this statement to: Department of Educational Research and Program Assessment

10/74 ep

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

REQUEST OVERVIEW

For Office Use

Date: File No. TYPE OF PROJECT:

1. APPLICANT NAME AND INSTITUTIONAL AFFILIATION:

THOMAS COLEY, Wisconsin Research and Development Center for Individualized Schooling, University of Wisconsin-Madison

2. PURPOSE: Explain the primary purpose of your research or information request. If your project involves a "treatment" or program of some kind, explain what it is.

Purpose of the research request is to obtain permission to include three additional elementary IGE schools as part of a study on the Implementation of Educational Change. The study is part of the Studies of Implementation project at the Wisconsin R&D Center in Madison.

3. SPECIFIC MILWAUKEE PUBLIC SCHOOL INVOLVEMENT: Explain how students and/or staff personnel would be involved, for what length of time, and how many students at each school will be needed. Also, list what schools are to be involved or how it is planned to draw a sample of them, if necessary.

Approval is sought to conduct research at three additional schools. Presently, four IGE schools have been included as part of the Studies of Implementation project.

Teachers will be asked to complete two brief questionnaires, one attempts to measure school commitment (OCQ) and the teacher job satisfaction (JDI). Also after completing the questionnaires, a short interview session will be held with each teacher.

4. DATA COLLECTION: List the variables you are measuring or the specific information requested. Also, discuss the logistics of how data will be collected and how long it will take to collect. SUBMIT TWO COPIES OF ANY INSTRUMENTS OR INTERVIEW SCHEDULES TO BE USED. Variables to be measured: teacher school (organization) commitment and teacher job satisfaction, decision source for implementation (perception) subvariable influences external decisions. Teacher school commitment and job satisfaction will be measured with responses to two questionnaires, the Organizational Commitment Questionnaire (OCQ) and the Job Descriptive Index (JDI). Both instruments have been used nationally in private and public organizations including school settings. An interview format will be used to gather data on teacher perception on the influence of external decisions as related to their objectives and organizational policies, and the (CONTINUED ON ATTACHED SHEET)

5. APPLICATIONS OF PROPOSED RESEARCH OR INFORMATION: What is the primary application of the research or information requested, i.e., why is it being done? How will the information be used? The proposed research will be applicable to at least two immediate cases: (a) the research will serve to facilitate partial requirements of a Ph.D. degree in Educational Administration for the investigator; (b) the research is part of a larger project with the Wisconsin R&D Center focusing on the Implementation of Change in Schools. This is unique in that few investigators have investigated the implementation of change empirically with external decisions as an independent variable. Schools in _____ and other larger (CONTINUED ON ATTACHED SHEET)

6. TIME SCHEDULE: BEGIN: JANUARY 14, 1980 END: FEBRUARY 1, 1980

Page 2

#4 (continued)

decision to implement IGE in their respective school.

An interview schedule will be arranged once the approval is acquired and teachers consent to participate. All data could be collected in one day. Fifteen teachers at each school with a 20-minute session would require at least five hours actual collection of data. The investigator will be available for sessions both before and after regular class periods.

#5 (continued)

urban areas are constantly implementing change as a result of decisions by external agencies. The information gathered by this study will be used to help establish how these type of decisions affect a teacher's behavior in implementing major change. The research results and analysis may be useful to both academic researchers and administrators who monitor, manage, or implement major innovations in education.

Center Planning and Policy Committee

Richard A. Rossmiller
Center Director

Dale D. Johnson
Area Chairperson
Studies in Language:
Reading and Communication

Marvin J. Fruth
Area Chairperson
Studies in Implementation
of Individualized Schooling

Penelope L. Peterson
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James M. Lipham
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Studies of Administration and
Organization for Instruction

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Studies in Mathematics and Evaluation
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Professor
Educational Administration

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Curriculum and Instruction

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Child and Family Studies

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V.A.C. Henmon Professor
Educational Psychology

Joel R. Levin
Professor
Educational Psychology

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Professor
Educational Administration

Dominic W. Massaro
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Psychology

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Educational Administration

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Curriculum and Instruction

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Curriculum and Instruction

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Thomas A. Romberg
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Curriculum and Instruction

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Educational Administration

Peter A. Schreiber
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B. Robert Tabachnick
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Curriculum and Instruction

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Louise Cherry Wilkinson
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Educational Psychology

Steven R. Yussen
Professor
Educational Psychology